

## Online Learning Experience (OLE) Planning Grid - ITEC 7480 & 7481

Curriculum Standard (applicable to k12 only): SSUSH1 The student will describe European settlement in North America during the 17<sup>th</sup> century.

- a. Explain Virginia's development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, and the development of slavery.
- b. Describe the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Phillip's War), the establishment of town meetings and development of a legislature, religious tensions that led to the founding of Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of the Massachusetts charter and the transition to a royal colony.
- c. Explain the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania.
- d. Explain the reasons for French settlement of Quebec.
- e. Analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies.

Student Objectives/Outcomes:	Bloom's Level:	Activities:	Assessments:
1. Define key terms and people associated with colonization and early American settlement.	Remember	<ul style="list-style-type: none"> <li>Define all Vocabulary terms for the Unit</li> <li>Create Vocabulary review activity using method of choice. (Note Cards, Quizlet, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>Successful Completion of the Vocabulary Activity</li> <li></li> </ul>
2. Be able to explain the difference in the three main colonial settlements in North America.	Understand	<ul style="list-style-type: none"> <li>Complete assigned study guide that goes along with the assigned reading</li> </ul>	<ul style="list-style-type: none"> <li>Successful completion of study guide for the unit.</li> </ul>
3. Analyze the reasons for the differing social, economic, and political differences in the colonies.	Evaluate	<ul style="list-style-type: none"> <li>Post a discussion that explains the differences in two of the three colonial settlements. Be sure to comment on at least one post or your peers.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher feedback on discussion posts.</li> </ul>
4. Analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies.	Analyze Create	<ul style="list-style-type: none"> <li>Complete map activity by labeling all important features.</li> <li>Complete writing assignment suggesting how the settlements could have been closer economically, socially, and politically.</li> </ul>	<ul style="list-style-type: none"> <li>Successful completion of map activity and writing assignment.</li> </ul>
5.		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

\*Copy grid as many times as necessary to organize a 6-8 week learning experience.

## Online Learning Experience (OLE) Planning Grid - ITEC 7480 & 7481

Curriculum Standard (applicable to k12 only): SSUSH2 The student will trace the ways that the economy and society of British North America developed.

- a. Explain the development of mercantilism and the trans-Atlantic trade.
- b. Describe the Middle Passage, growth of the African population, and African-American culture.
- c. Identify Benjamin Franklin as a symbol of social mobility and individualism.
- d. Explain the significance of the Great Awakening.

Student Objectives/Outcomes:	Bloom's Level:	Activities:	Assessments:
6. Define key terms and people associated with the development of British North America	Remember	<ul style="list-style-type: none"> <li>Define all Vocabulary terms for the Unit</li> <li>Create Vocabulary review activity using method of choice. (Note Cards, Quizlet, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>Successful Completion of the Vocabulary Activity</li> <li></li> </ul>
7. Explain mercantilism and the trans-Atlantic trade. Describe the Middle Passage. Identify Ben Franklin. Explain the Great Awakening.	Understand	<ul style="list-style-type: none"> <li>Complete assigned study guide that goes along with the assigned reading</li> </ul>	<ul style="list-style-type: none"> <li>Successful completion of study guide for the unit.</li> </ul>
8. Explain mercantilism and the trans-Atlantic trade. Describe the Middle Passage. Identify Ben Franklin. Explain the Great Awakening.	Evaluate Create	<ul style="list-style-type: none"> <li>Watch the video clip from "Jerry McGuire."</li> <li>Analyze this video as an example of mercantilism. What character/situations can you compare to what we have learned?</li> <li>Post your results in a discussion board and comment on at least one of your peers.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to create and be involved in discussion on topic. Quality comments on peers' discussions.</li> </ul>
9.		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
10.		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

### Online Learning Experience (OLE) Planning Grid - ITEC 7480 & 7481

Curriculum Standard (applicable to k12 only): SSUSH3 The student will explain the primary causes of the American Revolution.

a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.

b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.

c. Explain the importance of Thomas Paine's Common Sense to the movement for independence.

Student Objectives/Outcomes:	Bloom's Level:	Activities:	Assessments:
11. Define key terms and people associated with colonization and early American settlement.	Remember	<ul style="list-style-type: none"> <li>Define all Vocabulary terms for the Unit</li> <li>Create Vocabulary review activity using method of choice. (Note Cards, Quizlet, etc....)</li> </ul>	<ul style="list-style-type: none"> <li>Successful Completion of the Vocabulary Activity</li> <li></li> </ul>
12. Summarize the primary causes of the American Revolution	Understand	<ul style="list-style-type: none"> <li>Complete assigned study guide that goes along with the assigned reading</li> </ul>	<ul style="list-style-type: none"> <li>Successful completion of study guide for the unit.</li> </ul>
13. Evaluate colonial response to British Actions.	Evaluate Create	<ul style="list-style-type: none"> <li>Students will be given a role from colonial times. Tory, Patriot, Soldier from each side, farmer, etc...</li> <li>Students will post their story and opinion on British actions</li> <li>Comment on TWO of peers' posts.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's feedback on the quality of description and discussion.</li> </ul>
14.		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
15.		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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